

MRS. SPIELMANN'S 2ND GRADE

Lesson Plans for Week of Nov. 26-30, 2012

	DOL, Flag, Attendance	Specials	Guided Reading
	<u>8:30-8:45</u>	<u>8:45-9:45</u>	<u>10:00-11:30</u>
M	Flag Pledge, Lunch Count,	8:45- 9:15 - Art	Guided Reading & Conferencing
O	Attendance, Daily Oral Lang.	9:20-9:50 - P.E.	oral & silent reading: Hamster Escape
	<u>Spelling: s/c/g/dge/sounds</u>		Rabbit Suit Rescue
N	Challenge words in dict. Sentence		Students will review information
D	<u>Phonics Charts-# 25-26 titled:</u>		on KWL; finish a story map;
A	Did You Ever Think; Aliona Says		Genre study & Guided Rdg. Group
Y	Flash Card Drill of Sight Words		Daily 5: Read to Self, Read to
	Daily Oral Language		Someone, Listen to Reading, Word
	Character Education Word:		Works, Work on Writing
	Kindness		CAFE components
	<u>8:30-8:45</u>	<u>8:45-9:45</u>	<u>10:00-11:30</u>
T	Flag Pledge, Lunch Count,	8:45-9:15 - Music	Guided Reading & Conferencing
U	Attendance, Daily Oral Lang.	9:15-9:50 - Library	oral & Silent Rdg: Dinosaur Drawing;
E	<u>Spelling:s/c/dge/ sounds</u>		Big Mustache
S	Challenge words in dict. Sentence		Story Plot, major and minor
D	<u>Phonics Chart - #25-26 Titled:</u>		characters; settings, sequence
A	Did You Ever Think; Aliona Says		events, predict author's message
Y	Flash Card Drill of Sight Words		Daily 5: Read to Self, Read to
	Character Education word:		Someone, Listen to Reading, Word
	Kindness		Works, Work on Writing; CAFE Comp.
	<u>8:30-8:45</u>	<u>8:45-9:45</u>	<u>10:00-11:30</u>
W	Flag Pledge, Lunch Count,	8:45-9:15 - Art	Guided Reading & Oral Rdg.
E	Attendance, Daily Oral Lang.	9:20-9:50 - P.E.	The Golden Goose
D	<u>Spelling: s/c/g/dge/sounds</u>		Events, predict author's message
N	Challenge words in dict. Sentence		the narrative & intended audience
S	<u>Phonics Chart - # 25-26 titled:</u>		Describe how setting is
D	Did You Ever Think; Aliona Says		conveyed & similarities. Daily 5: Read
A	Flash Card Drill of Sight Words		to Self; Read to Someone, Listen
Y	Character Education word:		to Reading, Word Works, Work on
	Kindness		Writing; CAFE Components
	<u>8:30-8:45</u>	<u>8:40-9:45</u>	<u>10:00-11:30</u>
T	Flag Pledge, Lunch Count,	8:45-9:15 - Music	Oral & Silent Reading:
H	Attendance, Daily Oral Lang.	9:20-9:50- Library	The Day in a Life of a Fish
U	<u>Spelling: s/c/g/dge/sounds</u>		Write about how to compare
R	Challenge words in dict. Sentence		this story to another story. Discuss
S	<u>Phonics Chart #25-26 Titled:</u>		the author's message of the story.
D	Did You Ever Think; Aliona Says		Daily 5: Read to Self, Read to
A	Flash Card Drill of Sight Words		Someone, Listen to Reading, Word
Y	Character Education word:		Works, Work on Writing
	Kindness		CAFE components
	<u>8:30-8:45</u>	<u>8:40-9:45</u>	<u>10:00-11:30</u>
	Flag Pledge, Lunch Count,	8:45-9:15 - Art	Oral & Silent Reading of:
F	Attendance, Daily Oral Lang.	9:20-9:20 - P.E.	Forget It!
R	<u>Spelling: s/c/g/dge sounds</u>		Discuss author's message. Word
I	Challenge words in dict. Sentence		wall activities; speaking in

D	Phonics Chart #25-26 Titled:		complete, coherent sentences.
A	Did You Ever Think; Aliona Says		Daily 5: Read to Self, Read to
Y	Flash Card Drill of Sight Words		Someone, Listen to Reading, Word
	Character Education word:		Works, Work on Writing
	Kindness		CAFE components

CURRICULUM OBJECTIVES:

<u>Math Objective:</u> Students will learn how to subtract 2 digit numbers with or without regrouping	
<u>Shared Reading Objective:</u> : Use appropriate listening skills, as well as identify complex and irregularly	
<u>Spelling Objectives -</u> s/c/g/dge sounds	
<u>Oral Language Objective:</u> Practice Speaking and listening skills.	
<u>Science Objective:</u> Students will understand how animals live in the Woodland Forest	
<u>SuccessMaker Objective:</u> Use targeted practice and interventions on the computer in reading and math for each student	
<u>Guided Reading Objective:</u> Find author's message in a story; describe how setting is conveyed; review KWL chart	
<u>Explicit Oral Language Objective:</u> Oral reading and discussion using poetry books and News Books	
<u>Weekly Reader Objective:</u> students animals that are nocturnal	
<u>Social Studies -</u> Students will learn about how to read a map and find locations on a map.	

STATE STANDARDS:

<u>Reading Standards: Indicator 1-</u>	Students can recognize & analyze words; Indicator 2: Students can comprehend
<u>Writing Standards: Indicator 1:</u>	Students can apply the writing process to compose text.
<u>Listening and Viewing Standards: Indicator 1:</u>	Students are able to use various listening & viewing strategies in social studies
<u>Math Standards: Indicator 1:</u>	Use procedures to transform algebraic expressions.
<u>Science Standards: Indicator 1:</u>	Understand the nature and origin of scientific knowledge.
<u>Social Studies Standards: Indicator 1:</u>	Analyze U.S. historical eras to determine connections & cause/effect relationships
<u>Technology Standards: Indicator 1:</u>	Students recognize & demonstrate skills in operating technological systems.

COMMON CORE STANDARDS:

<u>Language Arts:</u>	Ask who, what, where, when, why, and how questions for understanding; discuss
<u>Mathematics:</u>	Extend understanding of base ten system; understanding models of addition and subtraction
<u>Reading</u>	Ask who, what, where, when, why, and how questions for understanding; discuss
<u>Writing:</u>	Write Opinion pieces in which they introduce the topic or book they are writing about
<u>Speaking and Listening:</u>	Participate in collaborative conversations with diverse partners and 2nd grade
<u>Language Arts:</u>	Participate in collaborative conversations with diverse partners
<u>Math</u>	Make sense of problems and work on tables and graphs and daily reasoning
<u>Technology Standards:</u>	Select from several teacher-directed internet sites to locate information.
<u>Social Studies Standards:</u>	Analyze U.S. Historical eras to determine connections and cause and effect relationships
<u>Science Standards</u>	Make a timeline to indicate the life cycle of an insect. Use scientific thinking to

Poetry/Ch.Ed. 11:30-11:35 Explicit Oral Language on various current topics . Read Aloud Poems with Skill Building Lessons.	<u>Recess</u> 11:35-11:50	<u>Lunch</u> 12:05-12:35	SSR Time/ Silent Reading <u>12:35-12:55</u>	SuccessMaker/Study Island <u>12:55-1:15</u> Self-paced interactive courseware in content areas of reading and math in the computer lab. at each students' individual level.
<u>Poetry/Ch.Ed.</u> 11:30-11:35 Character Education activities on using Respect and being respect. Read Aloud Poems	<u>Recess</u> 11:35-11:50	<u>Lunch</u> 12:05-12:35	SSR Time/ Silent Reading 12:35-12:55	SuccessMaker/Study Island 12:55-1:15 Self-paced interactive courseware in content areas of reading and math in the computer lab at each students' individual level.
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<u>Character Ed.</u> 11:30-11:35 Students will be learning about ways to be respectful Read Aloud Poems with Skill Bldg.	<u>Recess</u> 11:35-11:50	<u>Lunch</u> 12:05-12:35	SSR Time/ Silent Reading 12:35-12:55	SuccessMaker/Study Island 12:55-1:15 Self-paced interactive courseware in content areas of reading and math in the computer lab. at each students' individual level.
<u>Character Ed.</u> 11:00-11:15 Explicit Oral Language on various	<u>Recess</u> 11:35-11:50	<u>Lunch</u> 12:05-12:35	SSR Time/ Silent Reading 12:35-12:55	SuccessMaker/Study Island 12:55-1:15 Self-paced interactive courseware in

current				content areas of reading
Character Ed.				and math in the computer
Read Aloud				lab. at each students' individual
Poems with				level.
Skill Building				
spelled words.				
idents level.				
&; characters & plot				
and familiar texts.				
cial, academic, and occupationsl situations.				
ships in reference to chronology.				
tinguish long and short vowels				
tinguish long and short vowels				
ng about				
le topics				
on language arts topics				
relationships				
skills of observing.				

<u>Math</u> <u>1:15-2:00</u> Pg.158-159 Students will be learning about subtraction strategy and daily reasoning. Promethean Practice Enrich.10.1.5students will solve problems from words Problem of the Day. Mad Minute Tests; CGI Problems Flash card drill of add. Facts Students will use algebra concepts to solve equations.	<u>Poetry</u> <u>1:55-2:00</u> Oral reading and discuss. of explicit oral language using poetry books. Moral instructions	<u>Recess</u> <u>2:00-2:15</u>	<u>Creative Writing</u> <u>2:15-2:30</u> Students will be composing various stories to enhance the importance of learning various writing skills.	<u>RTI</u> <u>2:30-3:00</u> (Response to Intervention) Students will learning about story on line stories.
<u>Math</u> <u>1:15-2:00</u> Pg.160-161. Student will be working with counting on for sum Practice Enrichment:Promethean 10.2 for reteach and practice. Problem of the Day. Mad Minute Tests. Flash card drill of addition facts. CGI Solve everyday problems in math.	<u>Poetry</u> <u>1:55-2:00</u> Students will read and understand various forms of poetry.	<u>Recess</u> <u>2:00-2:15</u>	<u>Creative Writing</u> <u>2:15-2:30</u> Students will be composing various stories to enhance the importance of learning various writing skills.	<u>RTI</u> <u>2:30-3:00</u> (Response to Intervention) Students will work on reading to someone
<u>Math</u> <u>1:15-2:00</u> Pg.162-162 Students will be learning about 2digit subtraction 10.3 for reteach with practice. and problem solving. Problem of the Day. Mad Minute Tests. Flash card drill of addi. Facts. Students will understand place value. CGI problems	<u>Poetry</u> <u>1:55-2:00</u> Oral reading and discuss. of explicit oral language using poetry books.	<u>Recess</u> <u>2:00-2:15</u>	<u>Shared Rdg./Spell.</u> <u>Rhyme Charts/RTI</u> <u>2:30-3:00</u> Involved sharing of spelling & rhyme charts and books. Students will look up spelling words in dictionary.	<u>RTI</u> <u>2:30-3:00</u> (Response to Intervention) Students will be work on Story Sparkers.
<u>Math</u> <u>1:15-2:00</u> Pg. 163-164. Students will be working with subtraction problem solving & daily reasoning 10.4- Enrichment. Promethean Problem of the Day. Mad Minute Tests. CGI Problems Flash card drill of add. facts. Using problem solving skills	<u>Poetry</u> <u>1:55-2:00</u> Students will read and understand various forms of poetry.	<u>Recess</u> <u>2:00-2:15</u>	<u>Shared Rdg./Spell.</u> <u>Rhyme Charts/RTI</u> <u>2:30-3:00</u> Involved sharing of spelling & rhyme charts and books. Students will use list words in sentences.	<u>RTI</u> <u>2:30-3:00</u> (Response to Intervention) Students will be work on Comprehension and Fluency; iPad - take
<u>Math</u> <u>1:15-2:00</u> Pg165-166. Students will be learning about subtract.2 digits Pract. & Enrich. 10.5 Promethean	<u>Poetry</u> <u>1:55-2:00</u> Oral reading and discuss. of explicit	<u>Recess</u> <u>2:00-2:15</u>	<u>Shared Rdg./Spell.</u> <u>Rhyme Charts/RTI</u> <u>2:30-3:00</u> Involved sharing of spelling & rhyme	<u>RTI</u> <u>2:30-3:00</u> (Response to Intervention) Students will be

problem solving. CGI problems	oral language		charts and books.	working with Thesaurus
Problem of the Day. Mad	using poetry		Students will play	and Dictionary Hunts.
Minute Tests. Flash card drill	books.		"Sparkle" with	
Students will be able to write			spelling words and	
value of underlined digits.			then take a test.	

Science/S.Studies

Weekly Reader/JA

3:00-3:25

Science-pg.A42-A50

Students will be

learning about how
animals get ready for
winter.

Weekly Reader-

We will be learning about
why bones are important.

[Dismiss - 3:30](#)

Social Studies - Pg 66-69

3:00-3:25

Students will learn
about the functions
of a government.

Students will create
a word web about
government ideas.

[Dismiss - 3:30](#)

Weekly Reader- 3:00-3:25

Students will learn about
what animals are
awake after dark.

Use Promethean Board
for learning about
animal habitats and
interactive flip charts.

[Dismiss - 3:30](#)

Weekly Reader - 3:00-3:25

Students will make
posters in small groups
depicting all kinds
of life cycles.

We will find various
life cycles on the
Promethean Board

[Dismiss - 3:30](#)

Weekly Reader-3:00-3:25

Students will be learning
about the life cycle of
plants and various
animals. Students will work

in groups to work together. The students will then share their findings to the class.

Dismiss - 3:30